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ABSTRACT

The Tutorial Community Project (TCP) is a seven-year effort (1968-1975) designed to establish a model elementary school in the Los Angeles City School System. This document reports the project's accomplishments at Wilshire Crest and Dublin Avenue schools during the first year of the TCP. The main thrust of TCP is to develop a model, self-renewing, learning community through the creative use of human resources for disadvantaged schools. The focal point of this document is the interrelationship of the school and the community in a tutorial program involving parents and other students in cross age tutoring. Outcomes of the project include shared planning and decision making, increasing involvement of the PTA and student council, and other methods of student involvement and leadership development. Academic achievement increased through the individualized instruction program. A dissemination strategy was developed, based on the TCP helping-relationship model, to focus support on innovative, model schools that, in turn, have the obligation to adopt sister schools and help them develop similar programs. (Author/JR)

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TUTORIAL COMMUNITY REPORT

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PROGRESS REPORT

AUGUST 1971 - JULY 1972

INTRODUCTION

The Tutorial Community Project (TCP) is a seven-year effort to establish a model elementary school in the Los Angeles City School System. It is being supported by a grant from the Ford Foundation and is operating under Los Angeles Board of Education approval. For the first three years, project efforts were concentrated at one location, Pacoima Elementary School. In the fourth year, beginning in September 1971, the Project was expanded to include two more schools, Wilshire Crest and Dublin Avenue elementary schools, both in Area E of the Los Angeles City School District.

The main thrust of TCP is to develop a model, self-renewing learning community through the creative use of human resources. In TCP everyone is a learning resource for everyone else. Students teach students; teachers help teachers; parents train other parents, and all groups interact with each other in fostering and improving helping relationships and teamwork. In this environment learning and teaching are inseparable. Everyone learns to teach and teaches to learn. A sense of community and ownership is developed also through shared planning and decision making among students, parents, teachers, nonteaching personnel, and administrators. The helping relationship idea is being developed to spread TCP concepts to other schools through interschool cooperation. TCP schools will assist each other and help new schools get started, with as much benefit accruing to the experienced school as to the one being helped.

This document reports on what was accomplished at Wilshire Crest and Dublin Avenue schools during the first year of TCP and presents plans for the two-year period September 1972 to August 1974. The following is information about Area E and the two schools described in this report. Area E is one of 12 semi-autonomous divisions of the Los Angeles City Schools. It was created as part of the District's decentralization program aimed at developing greater authority, accountability, and flexibility at the local level. It has 34 elementary schools. Twenty-seven have qualified for district funded positions because they meet many of the criteria for "poverty schools." The ethnic composition of Area E is approximately 68% black, 6% Spanish surname, 7% Oriental, and 19% other white. Wilshire Crest and Dublin Avenue elementary schools each have a student population of about 600 and a faculty of approximately 20. Wilshire Crest is approximately 65-70% black, with white and Oriental making up the remainder equally. Dublin Avenue is approximately 85% black and 15% Oriental. At this time Dublin has a low transiency rate, while at Wilshire Crest the trend towards a segregated school continues. Although neither is classified as a "poverty school," both have had problems similar to other schools in the Area and District (e.g., low and declining academic achievement; range of reading scores in grades 1, 2, and 3 is between 23 and 39 percentiles; poor parental involvement; considerable number of single parent families and families where both parents work; and nigh transiency rate at Wilshire Crest).

OVERVIEW OF THE FIRST YEAR

The first year of TCP at Wilshire Crest Elementary School started with considerable difficulty caused by the double session, lack of faculty unity, and poor school-community relations. However, the year ended on a high note with many exciting developments including: the establishment of substantial and meaningful shared planning and decision making among students, parents, teachers, classified personnel, and administrators; the reduction of interracial tensions on the staff; the marked improvement of interpersonal relations and development of student skill in serving as learning resources for each other on a one-to-one basis and in teams; the development of pride and more positive attitudes towards school, themselves, and each other.

Wilshire Crest made other significant moves towards revitalizing the education program by eliminating double sessions through the creative use of space (converting the auditorium and cafeteria into learning centers); improving school atmosphere through use of hallways and corridor displays as a tool for school-wide communication and creative expression; expanding TCP from an initial 10 teachers the first year to include the entire school next year; and submitting to the State Board of Education a proposal for an experimental daily school schedule.

At Dublin Avenue Elementary School a remarkable example of cooperative teaching took place in which two teachers, who previously conducted traditional classrooms, developed a highly stimulating learning environment employing student initiative, self-direction, tutoring, and teamwork. Their classrooms attracted wide attention throughout the District and prompted the Los Angeles City Schools Deputy Superintendent to write: "During the almost four years since I have been with the Los Angeles City Schools, I do not know of anything that I have witnessed that was as exciting as my visit with your two classes. I say exciting, for in my judgment this has great potential for establishing a new design within our elementary schools that could be replicated throughout the District."

The program at Dublin expanded to include six more teachers during the summer. Furthermore, the principal and teachers of the local junior high school observed the program and are eager to explore ways of initiating it in the fall at their school.

An exciting development at the Area E level was the adoption of a dissemination strategy based on the TCP helping-relationship model--where support is focused on innovative, model schools that, in turn, have the obligation to adopt sister schools and help them develop similar programs.

During the period August 1971 to February 1972, the major priorities were in the areas of school and personnel selection, organizational development, leadership training, staff development, and shared planning and decision making. Efforts were related to developing the setting, structure, climate, and personnel skills needed as a foundation for facilitating change. These activities continued during the second semester, and the basic program of tutoring, interpersonal relations, and parental involvement was implemented along with many elements of the advanced program.

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SELECTION OF THE TCP SCHOOLS

From initial discussions with area superintendents, principals, and parent groups, these two schools appears promising. After intensive workshops were held with parents, teachers, and principals, both schools requested the program.

Although only one school was to be selected, it was decided to work with the two schools simultaneously because of the strong interest and involvement of both. Wilshire Crest was designated as the principal school because of greater teacher and parent interest; also Wilshire Crest was the first choice of the Area Superintendent. TCP staff effort was to be devoted mainly to Wilshire Crest, with Dublin Avenue personnel participating in activities and implementing them with limited support, i.e., after January, the full-time TCP coordinator was to spend approximately 75% of the time at Wilshire Crest and 25% at Dublin Avenue.

Individual letters requesting the TCP program were sent to the TCP staff by the principal and School Community Advisory Council (SCAC) of each school and by the Area E Superintendent, indicating concurrence with basic Project goals and procedures and with commitments required of participants to ensure success of the Project.

The activities related to selecting the new schools went smoothly, with excellent participation and involvement on the part of parents, teachers, and administrators. School personnel and parents were actively involved in planning the workshops with the TCP staff since great emphasis is placed on their doing as much for themselves as possible. Parents, teachers, and children from Pacoima Elementary School participated very effectively in the workships for the new schools. Both principals felt that the selection process itself had brought them closer to the parents and had initiated new kinds of interactions.

ADMINISTRATIVE SUPPORT

A major goal was to obtain tangible evidence of active administrative support of Project concepts. The Area E Superintendent and principals have followed through on major commitments and give evidence of continuing their support in the future.

At the Area level, the Superintendent's office has supported the program by: providing a full-time coordinator position at Wilshire Crest; encouraging local autonomy at the school level; taking a strong position with the faculties about committing themselves to the program or eventually transferring out and making this position explicit at meetings of all principals in Area E; publicizing TCP workshops for Area E teachers in District and Area media; providing $2700 to Wilshire Crest for improvement of reading instruction (used for consultant and materials to further TCP goals); granting salary point credit to teachers for after-school TCP workshops on human relations; announcing plans for a second TCP coordinator to work full-time at Dublin Avenue Elementary School next year; approving request for Wilshire Crest to initiate an experimental daily schedule (with a shortened school day every Wednesday) and forwarding it to District for consideration and action by the State Board of Education.

Both principals have followed through on commitments to develop a model school by: supporting and encouraging risk-taking and experimentation among staff members; participating actively in Project activities, e.g., tutoring workshop, task-oriented weekly encounter group, TCP committee meeting, SCAC workshop and evening meetings, and TCP staff meetings; establishing mechanisms and procedures to ensure shared planning and decision making; giving high priority to goal of developing a model TCP school, e.g., hiring of full-time coordinator, hiring new teachers; applying for and obtaining salary point credit for teachers attending TCP human relations workshops in the evening; making it possible for TCP committee to meet during school hours by arranging for coverage of teachers' classes; arranging for non-involved teachers to visit TCP classrooms; arranging for paired teachers to be in adjacent classrooms; and encouraging junior high school teachers and principals to observe the program in action.

SHARED PLANNING AND DECISION MAKING

Significant progress was made towards greater participation of all elements of the school community in planning and decision making. A key factor was the principal's willingness to share his power and authority. Although he admitted it was difficult at first, the benefits became very clear as participants: developed greater understanding for the difficulty and complexity of making decisions; could identify more with administration; came up with many good ideas; and supported carrying out of decisions to a greater degree.

TCP Committee

A TCP planning committee was organized with broad representation of all school elements (parents, teachers, nonteaching personnel, faculty chairman, principal). This group met regularly to develop and implement plans to change the school.

Teachers and parents participated in planning and conducting an orientation workshop for teachers not yet involved in TCP, and for all nonteaching personnel in the school. A personnel committee was established including students, teachers, and parents. It developed procedures for selecting new teachers and interviewed and recommended selection of the TCP coordinator, summer school teachers, and candidates for positions for 1972 to 1973.

Ad hoc task forces published a school newspaper; set up school suggestion box; developed and implemented a plan for schoolwide hallway displays; recruited volunteers for carpeting the auditorium, making special bulletin boards for halls, mounting displays in halls, publicizing needs list and obtaining furniture and equipment for school; planned end-of-year evaluation workshop; conducted evaluation of school committees; reorganized committee structure and made teacher assignments; developed manual of job descriptions; prepared proposal for new daily time schedule; reorganized lunch and playground activities; arranged pairing of teachers for sending-receiving teams for next year; activated student council and planned election; and are presently planning new approaches to parent conferences and to formulating specific classroom objectives.

School Community Advisory Council (SCAC)

The SCAC was just beginning to emerge and get organized at the time TCP was introduced as a possible project. The work to get TCP established provided an excellent rallying and focal point for a new council. It significantly raised the spirits of the parents. The SCAC participated in important decisions and activities including: requested TCP at school and agreed to "Statement of Commitments;" initiated and implemented plan to get school off double session; established guidelines for student behavior and discipline; helped to get the PTA activated and reorganized; participated in the selection of teaching personnel; helped plan summer school activities; participated in areawide projects with other school community advisory councils and provided significant leadership in these endeavors; representatives participated in the TCP committee; and planned and conducted school, community social activities (e.g., end-of-double-session celebration).

Parent-Teacher Association (PTA)

A dormant and dying PTA was reactivated during the second semester and established a cooperative relationship with the SCAC. PTA undertook support to the school in three principal areas: fund raising, obtaining materials, and recruiting volunteers. Although plans were developed in all three areas, time constraints permitted the completion of one major prospect--the most successful fund raising ($3000) at the school for student body support in years.

Student Council

During the spring semester a student council was elected by the student body. The election was used to develop understanding and knowledge of the democratic process. It was constructed as a simulation of a public election, complete with voting booths borrowed from the County Registrar's Office.

Council members were involved in personnel committee interviewing of prospective teachers. The council helped organize the yard safety committee; they conducted and participated in some of the schoolwide Monday assemblies; they participated in a districtwide student council conference on student leadership.

The council experienced much difficulty in getting organized and in getting things done. The students themselves recognized the shortcomings of the group (lack of skill in conducting meetings, in setting goals, in planning activities, etc.) and proposed a summer leadership workshop to give students orientation and training in leadership prior to becoming council members. Such a workshop is being conducted this summer for 40 volunteers. It will be repeated again in the fall.

Nonteaching Personnel Involvement

The involvement of nonteaching personnel in nontraditional ways was a significant and unique step in developing a total learning community. The office manager, head custodian, and playground director made valuable contributions by: attending the Wednesday rap sessions and weekend retreat on race relations; attempting to get other people involved; hosting one of the rap sessions at home; throwing a party for all faculty and staff; and enrolling in a summer facilitator training program for faculty and staff.

Auditorium Experience

The principal delegated to the TCP teachers the task of selecting four teachers to share the auditorium. At a group meeting, they considered teacher interest, experience and training in individualized instruction and compatability and arrived at a consensus.

The auditorium experience ran into early difficulty. The teachers attempted to initiate a highly individualized program, with teachers responsible for interest centers as well as classes. Two or three classes shared the auditorium at one time, and all students had access to all interest centers. It was a case of too much, too soon. The children had too much freedom, too many choices and not enough preparation and training to handle it. The teachers had too many changes and new things to deal with at one time--a totally new physical environment, several classes sharing the same space; rotating classes between the auditorium, library, and cafeteria; working closely with three other teachers; and developing materials and activities for a highly individualized instructional program. The preparation of materials, the need for joint planning, the responsibility to get to know and relate to about 120 students, and the problem of getting along with three other teachers was time consuming, demanding, wearing, and occasionally nerve wracking. At times, the auditorium scene was quite chaotic.

The teachers initiated important steps to solve their problems. They reorganized the program and divided the auditorium into four areas with each class staying in its own area. Each teacher developed her own program, which started out with considerable structure. The initial chaos diminished; gradually more choices for students were made available. The teachers reinstituted cooperative teaching and sharing of territories by degrees.

In spite of the difficulties it was a good learning experience for all concerned and many positive benefits were apparent. It got parents involved in helping the school by laying carpeting and providing furniture and equipment. It was the beginning of student involvement in planning and decision making. Students of all four classes toured the empty auditorium and helped teachers develop the final floor plan. Several student suggestions concerning the location of interest centers were implemented. They volunteered to assist teachers in preparing materials for interest centers. Teachers were pleased and impressed with student suggestions. After moving in, older students of one class paired with younger students to show them each interest center and explain how it was used.

In the more informal setting, some children, who had previously been apathetic, became actively and enjoyably involved in learning for the first time. Student initiative and capability for self-directed learning emerged in some children for the first time.

It served as the impetus for one teacher to initiate an intraclass self and team tutoring activity in reading and math which was highly successful, and another to develop a student initiated curriculum project. It caused teachers to experiment with the use of space (e.g., the outside street porch being used at different times for construction, watching television, and group singing), with flexible time schedules, and with different types of materials and curriculum projects. It underlined the need for developing skills in interpersonal relations and the value of the task oriented encounter to help bring to light and resolve differences and problems among the teachers. The experience strongly pointed to the need for gradual progression in developing a highly individualized program.

Other Examples of Student Involvement

A personnel committee made up of teacher, two parents, the principal, two students, and the TCP director conducted the final interview for the TCP coordinator position. Everyone was extremely impressed with the questions asked by the students of the interviewee and the quality of their participation in the discussions. One classroom designed and mounted in the hallways colorful murals with slogans related to the role of TCP in changing the school. The hallway display project gave students the opportunity to use walls and corridors to communicate their class activities to the rest of the school. In two classrooms, students were involved with teachers and parents in a three-way evaluation of progress. Students planned and conducted Monday morning assemblies and collected data and wrote articles about the Project for a school newspaper.

This summer a new activity will involve training students to counsel other students. If successful, this training program will be expanded in the fall, using those trained this summer to instruct other students. The goal of this effort is to develop a cadre of students who can be resources to those pupils whose classroom behavior would ordinarily cause them to be referred to the principal for corrective action. The availability of student helpers will extend the "helping relationship" notion upon which TCP is built.

Leadership Development

The TCP committee, SCAC, and PTA were exposed to action planning procedures and used them in effecting change. Time was reserved at the end of meetings for evaluating the content, process, and group and individual effectiveness. Time was spent individually with key personnel--principal, TCP coordinator, faculty chairman, SCAC, and PTA officers--in preparing for meetings and projects and in critiquing them afterwards.

Individual and group effectiveness in planning and problem solving, and in working cooperatively, improved steadily throughout the year. This was evidenced by the principal's use of action planning methods at faculty meetings; the TCP coordinator's smooth and effective running of TCP committee meetings; teachers leading faculty meetings when the principal was absent; the broader base of people initiating ideas; the number of different people chairing task force efforts; the faculty chairman's skilled leadership in school reorganization and other areas; and the number of projects initiated and completed by the TCP committee, the SCAC, and the PTA.

Team Building

The gains made in the area of interpersonal relations were dramatic and significant and have created a foundation for improvement of the overall program next year. The year began uneasily, with many problems. Teacher morale was negatively affected by the double session--having to share classrooms and being on schedules they did not like. Staff conflicts and tensions, with racial overtones, were apparent. Rumors and gossip were rampant and the lack of openness with each other hindered the development of team spirit and sense of community. The strength of commitment of some of the teacher volunteers was shaky. As differences of opinion and friction arose, several contemplated dropping out of the program and two did for a brief period.

An assessment of felt needs among faculty and staff at Wilshire Crest revealed highest agreement with the following statements: "A few individuals make most of the decisions here;" "I often feel as if I have no power or influence over what happens here;" "Around here, it's everyone for himself--we really operate as separate individuals;" and "Racial or ethnic discrimination is a real problem here." A series of weekly rap sessions for key personnel (teachers, administrators, nonteaching staff) was held on black-white relations; it culminated with a weekend workshop. Weekly TCP staff time was provided for individual consultation and/or counseling with teachers and staff.

A weekly two-hour task oriented encounter involving the principal and all teachers and staff directly involved in TCP was the major vehicle for improving relations. These sessions provided a regular opportunity for the exploration of feelings, the development of mutual accountability, the giving and receiving of honest feedback, and the building of community through shared self-disclosure and empathic communication. These sessions were conducted weekly from March through June. Early sessions focused heavily on faculty-administration problems. Both positive and negative feedback were provided to the principal as he made efforts to shift his previously centralized decision making style to a more participatory one.

In later sessions faculty involvement with each other was prominent. Sessions were characterized by increasing openness, directness, and risk taking. As the principal stated, "I said things to some people that I had never said before and had things said to me that I had never heard before." Although at times it was difficult and painful and he wondered if it were worth it, his conclusion was that the task oriented encounters were invaluable. By the end of the year the people involved had developed strong feelings of closeness and trust. People found it easier to give and accept criticism and use it for constructive growth. Energy that had previously gone into bickering, gossip, and back biting was made available to improve the school program. One faculty member stated that she benefitted personally in her relations with the principal and staff, with her children in the classrooms, and family at home. Changes in behavior and attitudes were as follows:

Racial/ethnical tensions reduced; black and white teachers intermingled more at recess and lunch breaks. Parties and meetings were held in homes of teachers and nonteaching staff, both black and white. (There had been no staff parties in the previous four years.) At the end-of-year evaluation workshop, teachers expressed the general feeling that the problem was gone.

Person-to-person acquaintance increased in role free relations: SCAC and teacher leadership calling the principal by first name; task forces including teachers headed by nonteaching personnel or parents; summer facilitator program enrollees include teachers, parents and nonteaching staff.

Norm of openness and encountering established: gossip and secrecy severly diminished (parent who used to receive calls from teachers almost nightly indicated they stopped); when weekly encounters were cancelled during last two weeks of school because of end-of-year pressures, teachers met spontaneously anyway; teachers reported more openness to students and willingness to listen to concerns and complaints nondefensively.

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Cooperation in ascendance over competition: bickering among teachers over "little things" (scissors, pencils, supplies, etc.) has almost disappeared; sharing of resources has increased (e.g., students from one class going to another class to take special unit on silkworms); sharing of brine shrimp eggs by class doing shrimp project with other teachers and students; one class putting on play for others each week; minstrel group from one class touring other classrooms.

In summary, intergroup tensions were reduced; norm of openness and honesty developed; faculty/staff relations were established on a more personal basis; and group dynamics skills were developed.

TUTORING/SELF-DIRECTED LEARNING

Basic Program

Initially, emphasis is on individualization through tutoring. The basic program takes teachers where they are and begins to establish new norms such as (1) the teacher's role as guide and facilitator of learning rather than the sole dispenser of knowledge; and (2) the establishment of helping relationships where students feel good about asking for and offering each other help. (The basic tutoring program represents only a first step towards individualized and self-directed learning. Once the basic tutoring program develops to include all children and is running smoothly it will facilitate more rapid progress in individualizing other aspects of instruction and in the further development of self-learning skills and teamwork. See advanced program below.)

In cross-age tutoring, each teacher serves as either a sending or receiving teacher (not both) in a team relationship with another teacher (paired teachers arrangement). In intragrade tutoring, the teacher provides at least three one-half hour periods weekly for students within a given classroom to tutor one another in reading.

The goal of the basic program, to have each of the initial volunteer teachers involved in either cross-age tutoring with another classroom or in intraclass tutoring, involving at least 25% of the students, was exceeded. At Wilshire Crest School six classes were involved in cross-age tutoring. In four, at least 25% of the students were in the tutoring program, and in the other two classes over 50%. Two other classes had at least 25% involvement in intraclass tutoring. During the last month and a half of the school year four other classes became engaged in tutoring with about 10% of the students involved. During summer school two additional teachers have started cross-age tutoring. At Dublin Avenue School two classes participated in cross-age tutoring with 100% participation. Both also used intragrade tutoring extensively. At Dublin tutoring took place every day and at Wilshire Crest at least three times a week. In several classes, the last 10 minutes of the tutoring period was used for tutors and tutees to choose an educational game and play it together. As the program developed, some tutors made up their own games, sometimes enlisting the help of their parents at home.

Teachers reported that more students have shown greater improvement in reading than in previous years (e.g., progressing to more advanced readers more rapidly, reading more books, reading alone). Both tutors and tutees were very excited about the program and looked forward to tutoring ot being tutored. At both schools, tutors feel good about offering help; and the helping relationship has extended into other phases of their classroom work. There has been significant change from teacher-directed

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lessons to individualization of instruction. Students now have more choices and participate in formulating plans regarding their instruction. Where the program functions at its best, tutors and tutees become very independent and self reliant. They know where to get their materials, how to use them, and where to work; they get started without any direction or supervision and work diligently and effectively, even when the teachers are not in the room. The following anecdotes from interviews with students, parents, and teachers are examples of attitudes of responsibility that develop:

"My tutee needs me!" (Tutor talks mother into changing dental appointment so that he won't cop out on his tutee.)

"I've got to be there!" (In the usual situation a student plays sick in order to miss school. In this case, a sixth grade tutor said, "I was really sick, but I made believe I was well so I could come to school and tutor and that made me feel better.")

An elated mother remarks, "My son actually comes home and asks me for advice. He wants to know how to get younger children to listen better. We are really starting to talk to each other."

Tutors have shown better understanding of teachers' problems; they have contributed excellent suggestions to improve the tutoring; and a cooperative attitude has developed between the children and teachers of both classes.

In a successful program, teachers really believe in the importance of tutoring and convey this to students by word and action. For example, some teachers hold daily feedback sessions with the tutors immediately after the tutoring session to discuss problems. Tytors give honest opinions on how they felt their session went. Their classmates and teacher help the tutor focus on what made his session successful or unsuccessful and on what might be done to improve the situation the next day. The sending teacher is able to keep abreast of the problems and successes of the tutoring and give feedback to the receiving teacher daily. Another key factor is the close cooperation and involvement of both teachers, meeting regularly with each other and with the tutors and showing concern for the children in both classes. Paired teachers whose classes are tutoring and being tutored should be in adjacent rooms whenever possible. This facilitates better communication among both teachers and both classes. Also, the helping relationship can then be extended throughout the entire day in many aspects of the curriculum. Initial stress on orientation training using the Lippitt materials, was important to developing successful programs.

The training of new teachers has largely been taken over by the teachers themselves. The initial workshop was conducted by the TCP director for four teachers and the principal; subsequently, workshops have been conducted by the TCP coordinator, and/or other teachers, who have done an excellent job.

In the advanced program, a given class is involved in <u>both</u> intergrade and intragrade tutoring. <u>All</u> students are involved. The program is not limited to reading and math but is extended to all possible curriculum areas. A given class may serve as tutors for a lower grade and receive tutors from an upper grade. Self-directed learning, individualization, student choice, self management, and team learning are all encouraged and developed.

A self-directed learner is characterized by a growing ability to independently formulate problems and goals, consider alternatives, make choices, develop plans, use human and material resources effectively, evaluate own progress, revise objectives or methods, and work at a learning task alone. These skills are developed through independent work, one-to-one tutoring relationships, and student team experiences.

To be maximally responsive to individual differences in learners, several aspects of the instructional process are subject to individualization -- objectives, content, materials, methods, pacing, instructional assistance, and setting. (Tutoring provides individual instructional assistance to the learner and, usually, involved individual pacing. Student choice may be minimal as in the basic program; other aspects of instruction may or may not be individualized.) In the advanced program, an attempt is made to individualize all aspects of the process as rapidly as teacher skills and readiness permit.

The goal of the advanced program, to have tutoring and self-directed learning activities occupy at least 50% of class time in at least one upper grade and one primary classroom, was achieved at Dublin Avenue School. All students in both classes were involved in the tutoring program.

The original notion of using two "model" classrooms to first introduce, try out, and develop innovations, prior to dissemination to other classrooms, was not followed. Instead, new developments were spread over many classes according to teacher interest. The intraclass learning teams, the tutor teams, and student initiated curriculum teams were three major developments.

In one class, the learning team concept was developed involving 100% of the students. It started in math, with the whole class organized into five-person teams. Students first worked independently, corrected their own work, and when necessary, sought help from team members or two special student helpers. On the students' own initiative, the team concept spilled over into other areas of the curriculum. The students were very enthusiastic about working this way, and the teacher noted marked improvement in classroom behavior and student relations.

The tutor team concept was successfully initiated in several classes. Four to five tutors jointly selected, planned, conducted, evaluated, and revised tutoring activities as a group, using an action planning/problem solving approach with the teacher serving as a facilitator. Another team approach involved student-initiated curriculum, where students teamed together to formulate learning goals and plan activities to achieve them. This became a major approach in several classes.

In other classrooms, teachers encouraged student self-direction through contracts for independent work, students selecting own pairs to work together in reading, taking own attendance, planning room arrangements and organization and use of bulletin boards, making own learning materials and games. An excellent example of student self management was the planning and conducting of an entire day's activities on a day when substitutes were to replace the paired teachers. The responsibility and effectiveness of the students was attested to in a glowing letter from one of the substitute teachers.

As a result of all these activities, teachers reported that students improved in academic achievement, demonstrated greater interest in learning and increased capability for self-direction. Teachers recognized the positive effects of giving students more responsibility, and became more comfortable and creative in their roles as guides and facilitators of learning.

PARENTAL INVOLVEMENT

Basic Program

Eight of the initial 12 teachers met the basic program goal of contacting each parent by home visit, telephone, or at school for reasons other than behavior problems. Many parents became informed about the TCP program through numerous breakfast, lunch, and evening orientation meetings conducted by each teacher for the parents of her students.

Advanced Program

In the advanced program, three principal activities were started--parent tutoring, parent conferences, and parent social activity. In the parent tutoring program, a workshop was held for parents of children in two classrooms (paired teachers, one sixth grade and one second grade) at Dublin. Twenty parents received training and materials and began tutoring their children at home. All parents expressed satisfaction with the workshop and with their tutoring efforts. A feedback session with parents resulted in revising some of the materials; the need was mainly to simplify them. Out of this group parent teams are expected to develop. However, since work on this did not begin until almost the end of the school year, parent team goals were not realized.

The same paired teachers sponsored a Saturday picnic for the children and parents of both classes; the turnout was exceptional and parents and children of both classes were delighted with the day. This was a good start toward furthering and promoting a sense of community and esprit de corps across classrooms. Parents of tutees communicated appreciation to tutors and their parents for helping. One parent wrote the following note to a tutor: "Last night Sherese read the complete story of the 'Five Chinese Brothers.' The story contained 30 pages. Her comprehension of the story was very good. Sherese wanted to share the good news with you, so I suppose you'll receive a note from me every day. It seems to please her very much to share with you her progress in reading."

Three-way progress report conferences were held by two classrooms in which teacher, parent, and child discussed the child's progress, with each giving the others feedback about how they contributed to or inhibited progress. All parties found these satisfactory, and work to improve them will continue next year.

End-of-year questionnaires were sent to all parents whose children were involved in TCP this year. The response was very favorable as to the progress made in the school this year. Some comments were:

"This type of program is beneficial for most children, in particular the individual instruction each child gets more of."

"My daughter's confidence in herself is so much better than before."

"The students in the TCP program are more interested in school because they feel they have a part in their education and are helping someone else."

"I was impressed by the closeness between teachers and students."

"I am happy about my child's renewed interest in school in general."

"The actual communication that has begun to take place among teachers, parents, and administration was very gratifying."

The quantitative goal for the model classroom in parent tutoring (80% parent involvement) and assisting in the classroom (50%) were overly ambitious and unrealistic considering the limited time available and the problem of working parents. This goal area will receive more emphasis next year, with the quantitative objectives scaled down.

INTERPERSONAL RELATIONS

Basic Program

The goal of the basic program of involving all volunteer teachers in a weekly task-oriented encounter was achieved. The fact that nonteaching personnel participated brought us further than we had expected. The positive effects of these sessions were discussed previously.

The feedback sessions with the children were conducted in nine of the original 12 classes. Some sessions were extremely productive in getting things out and establishing new norms of openness. The teachers valued this activity greatly but recognized their own need to develop greater skill in conducting these sessions. They generally had difficulty in listening to and reflecting feelings without evaluating and turning it into a lesson. All summer school teachers will be using the feedback sessions in their classrooms. A workshop was held before summer school with much role playing by the teachers. It was extremely effective. The workshop will be repeated in the fall.

Advanced Program

Advanced program student encounters were conducted in two classrooms. Although many sessions were quite productive, one of the teachers felt a need to back off and conduct them more in the nature of the feedback session; consultant support was provided to all teachers working on student feedback sessions and encounters. This year's experience underlined our feeling that progression from participation in adult encounter to conducting student feedback sessions and finally to conducting student encounters must be gradual, as the teacher becomes comfortable and skilled in the first two activities.

CONCLUSIONS AND RECOMMENDATIONS

Overall progress to date in building classroom programs around student-student helping relationships and student initiative, choice, and self-direction has been very promising. The basic and advanced program goals were largely achieved, and several new and exciting directions have emerged. Teachers reported greater student improvement over previous years in academic achievement, capability for self-directed learning, and attitudes toward school. Progress in the areas of administrative support, shared planning and decision making, and leadership development has been outstanding. The work begun in parental involvement and interschool collaboration has also been encouraging. Significant strides hav been made in improving interpersonal relations and school atmosphere.

The emergence of the task oriented encounter, as an important vehicle for bringing issues into the open, resolving conflict, problem solving, and bringing people closer together, augurs well for the development of a school that is flexible, open to change, and self correcting. Especially important in this regard is the fact that key personnel--the principal, TCP coordinator, and faculty chairman--see the value of this tool and have role-modeled participation and risk taking. The other teachers have begun to view this as a vehicle for personal and organizational growth and have indicated that it has made them more open in their classrooms and more willing and able to listen to students and encourage openness in them.

Although the quality of parental involvement was tremendously improved, quantity left much to be desired. The number of working parents was underestimated. Faculty problems and the double session were also contributing factors. More time and energy must be devoted to this area next year. It is hoped that the new experimental time schedule will provide much of this time.

A major problem at the end of the year was "time." Teachers put in a great many after school hours to meet, plan, develop new ideas, receive training, provide training for others, work out differences, solve problems, etc. The fact that teachers went beyond the basic program in starting new things, in their classrooms and schoolwide, was a tribute to their energy and interest. However, many things were neglected. It is questionable, therefore, how far beyond the basic program TCP can be carried if more time is not provided.

The strength of commitment to TCP concepts of some teachers appears questionable. Although they volunteered to join the program for the first time next fall, several of them did not take advantage of opportunities to get involved in TCP activities during the last four to five weeks of school. Every opportunity will be provided next year to help them understand the program and to get involved. However, by the end of next year some teachers may still have to be transferred to realize a unified staff--the need for which is strongly recognized by the principal, faculty and parents.

Dublin Avenue School developed an outstanding classroom program involving two teachers and the principal. Little TCP consultant support was available in the areas of organizational development, interpersonal relations, and leadership training, and not much was done in these areas schoolwide. Next year Dublin will have a fulltime TCP coordinator. It should be able to do more in these areas, but still at a slower rate than Wilshire Crest. The main emphasis will continue to be on developing and expanding the basic tutoring program.

Many new ideas and activities got started late in the year and are in early stages of growth. Further development will be necessary before spreading them widely in the system. Also, dissemination has to take place gradually, for at times teachers became overloaded with the number of new things going on simultaneously. The notion of introducing and developing innovations in a model classroom and then disseminating them to all other teachers was not realistic.

What is emerging is a continuous process, involving empirical evaluation and revision, with a basic core program involving all teachers, and an advanced program involving different teachers in different aspects. There will never be a definitive system, but rather one that is based on certain principles and always in the process of change. At any given time, there will be some things that most, or all, teachers will be doing and others in which different individuals will be involved. All will be operating within a framework of the helping relationship including shared learning and teaching, mutual accountability, and shared planning and decision making. Concepts will be spread through a highly individualized staff development program based on peer-helping relationships.

The TCP consultant strategy in the area of tutoring was to provide initial demonstration and training for teachers and then to assist them in training other teachers. The same pattern was followed in developing staff skills in action planning and group facilitation. The process of phasing out direct intervention of the consultants will gradually be extended to all areas of the program so that TCP can function completely within the school's own resources.

In spreading TCP concepts, initial joint participation of Dublin Avenue, Wilshire Crest, and Pacoima teachers and parents was effective. Also, visits to each other's schools were valuable. TCP presentations were made to a meeting of Area E principals and to parent and teacher groups. A large number of visitors were hosted from throughout the city and from other states. Arrangements have been made for a TCP course to be sponsored next year by a local teacher training institution. Preliminary efforts were begun to document TCP processes, procedures, materials, and strategies so that they become readily available for others to use. This invludes video tapes, slides, tape recordings, and a how-to-do-it manual for teachers and administrators who want to implement TCP concepts. Work on all of these has begun and preliminary versions of a video tape and a slide tape presentation, illustrating major Project concepts, will be completed by the end of August.

The prospects for continued progress towards establishing a model school, and for spreading TCP concepts and procedures to other schools, appear good. The Project is viewed by the Area E Superintendent as an areawide project, affecting all schools in the Area. Inservice workshops on TCP for Area E teachers are being conducted. The same kind of interschool cooperation that has developed between Wilshire Crest and Dublin Avenue will be possible with other schools in the Area. The superintendent is concentrating support at schools that are innovative, with the understanding that they will take on the responsibility of establishing a helping relationship with another school. A new school schedule giving teachers more time for research and development seems likely.

It is strongly recommended that support for the Project be continued for another two years, with the expectation that the schools will, at that time, be largely self-sustaining (especially Wilshire Crest) and ready to take on the responsibility of helping other schools.

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This is a report on the "Tutorial Community Project," which has been in operation in the Los Angeles City Schools for the past seven years.

We are distributing it not necessarily because other school systems may want to adopt the whole approach but rather, because it presents, to the best of our knowledge, the fullest development within the public schools of a youth tutoring youth program, along with considerable involvement of paraprofessionals and of the community.

We are grateful to Gerald Newmark, both for sharing the report with us and allowing us to reproduce it.

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